1 OF 1

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ABSTRACT

PROGRAMA DE EDUCACION INTERAMERICANA is a project of Texas A&M University in liaison with the Bryan Independent School District. The objectives of the program are to improve the knowledge and understanding of Texas teachers and students about other American cultures. Study teams of educators research and, in midsummer, travel to selected countries. (Past trips have included Argentina, Canada, Haiti, and Brazil.) On their return, reports are made and instructional programs of slides, movies, and tapes are developed for circulation throughout Texas and later to other states. The program contributes to teacher education in that the 98 participating teachers experienced an immersion in the 27 countries visited that would have been impossible if they had traveled as individuals. (Included with this report are the script of a slide presentation entitled "What is PROGRAMA?" and a list of study aids produced by PROGRAMA. (JA)

ED 075440

PROGRAMA DE EDUCACION INTERAMERICANA

Bryan Independent School District - Texas A&M University

Earl Jones, Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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A Summary Prepared for

THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

November 1969

SP 006 455

A Project to Advance Creativity in Education

Title III PL 89-10

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Building C, Texas A&M University, College Station, Texas 77843

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PART I - A SUMMARY OF PROGRAMA DE EDUCACION INTERAMERICANA: The express purpose of this program is to enrich and strengthen the knowledge and understanding of Texas teachers and students in the field of intercultural education, with particular reference to the other republics of the Americas. The premise of PROGRAMA is an honest acknowledgement that an understanding of the other American cultures is essential to the educated citizen of the United States of America.

Innovative in concept, the project should produce a new strategy for education which will foster and enhance cultural empathy wherever areas of study in elementary and secondary education relate to any aspect of the rest of the Americas. We define "cultural empathy" as the ability to understand and appreciate the culture of another people as one's own. PROGRAMA has produced, in many substantive areas of the curriculum, units of study, curricular materials, teaching guides, and other useful resources. Our ultimate goal: to help Texas teachers and students achieve a warm and genuine understanding and appreciation of our neighbors in this hemisphere.

The method of accomplishing these goals is unique: we have sent our own people--carefully chosen teachers from all over the state--to other American countries in search of valuable and practical insights suitable to intercultural understanding. Four teams of six members each, after intensive pre-trip orientation, traveled by air to selected republics for a four-week visitation program during the summers of 1967, 1968, and 1969. They followed carefully planned itineraries to various educational and cultural centers of the countries and used especially prepared, mission-oriented guidelines calculated to enable them to bring back rich materials for teacher and pupil use.

On returning to the PROGRAMA study center at Texas A&M University, a period of assessment and selection determined their most useful findings. The final step is the development, production, and dissemination of useable instructional materials for elementary and secondary teachers. In addition, experience gained throughout the project has been used to design and implement in-service teacher education programs in intercultural education.

The participants involved in Programa de Educación Interamericana include local school agencies, colleges and universities, and cultural and governmental agencies. The headquarters staff are located at Texas A&M University, where the program is coordinated in close liaison with the Bryan (Texas) Independent School District.

PART II

A. Development of the Program: Dr. Frank W. R. Hubert, Dean of the College of Education, Texas A&M University, is the author of Programa de Educación Interamericana. PROGRAMA was funded under a Title III grant of the Office of Education in September, 1966. The Bryan Independent School District is the cooperating local school district, and Superintendent Alton O. Bowen is fiscal agent.

The initial procedure (after selection of administrative personnel, see Section C), was to invite Texas school districts to participate in PROGRAMA. Criteria for selection, such as geographical representation and population, insured a balance between metropolitan and non-metropolitan schools. The cooperating schools had two major responsibilities to PROGRAMA: to nominate a carefully chosen teacher-candidate and to agree to permit field-testing of PROGRAMA educational materials by that teacher. Most of the original 23 participating schools have continued to participate in PROGRAMA during subsequent periods of funding (1968, 1969-70); each year, several new schools have been added.

Description of the Program:

1. From January to June, newly selected members of the PROGRAMA travel-study teams are engaged in studying selected books and articles about the countries to be visited (see Section F). In addition, they may also study a foreign language (Spanish, French, Portuguese).
2. A ten-day intensive orientation seminar is conducted at Texas A&M University by noted authorities in the fields of history, education, sociology, philosophy, linguistics, economics, literature, and the arts.
3. During the mid-summer period, five travel-study teams spend four weeks in the selected countries. During this time, they see all phases of life and search for valuable and practical insights suitable to intercultural education. Each team is under the guidance of an "educational attaché" (a graduate student of Texas A&M University, selected and trained by PROGRAMA).
4. Upon returning to the USA, participants reassemble on the Texas A&M University campus for a two-week period of assessment and evaluation. Slides, movies, and taped recordings are classified and catalogued; books, records, and artifacts are inventoried. Participants work intensively on instructional aids, curriculum materials, and study units pertaining to the regions visited; by

the end of this period, each teacher has compiled drafts of at least two "units," to be produced by PROGRAMA after the departure of the participants.

5. The staff of PROGRAMA now takes over the task of unit development, editing, coordinating, and completing the study aids designed by the teacher-participants.
6. Final production of the various instructional aids involves many people, most of them highly specialized. When the cycle is completed, the new materials are ready for distribution.

B. Objectives of the program can be described in simple, straightforward terms--to improve the knowledge and understanding of Texas teachers and students about the cultures of the other American countries. PROGRAMA has sought to fulfill its basic goal, as stated above, through achieving the following specific objectives:

1. By engendering greater comprehension of the American nations through study and direct contact by groups of Texas teachers; teachers are selected on the basis of demonstrated competence in a given teaching field, evidence of cultural empathy, talent for unit development and curriculum construction, and the ability to communicate clearly and forcefully in the English language, both spoken and written.
2. By designing and preparing, in collaboration with school districts and other institutions, supplementary materials that will enrich and add to available materials about the countries and cultures to be studied (see A, 1). Supplementary materials are of many types: (a) monographs, (b) movies, (c) records (33 1/3 rpm), (d) filmstrip/slide sets, (e) taped instructional aids, and (f) larger units which may include combinations of audio-visuals; may be interdisciplinary in scope (all audio-visuals for classroom use include teacher manuals).
3. By providing the cultural innovators with new instructional materials to be field-tested with pupils in the subjects of art, music, literature, language, history, and geography: (a) PROGRAMA teacher-participants test new educational materials in their own classrooms and (b) the Texas Education Agency has used and tested many of our materials.
4. By disseminating the tested materials prepared by the staff and the cooperating teachers to school systems throughout the State of Texas and eventually

to other states: (a) PROGRAMA's extensive mailing list includes all school districts in the state, college departments of education, college libraries, and consultants of the Texas Education Agency; (b) PROGRAMA-produced materials are available to the Education Service Centers of all regions for production and statewide dissemination; and (c) PROGRAMA materials are available to all educators and can be ordered by individuals; many requests are from outside the state.

5. By fostering awareness among teachers of the existing need for more meaningful instruction about the Americas and by demonstrating how to obtain (and in some cases, how to produce their own) instructional aids to meet that need: (a) PROGRAMA has conducted in-service programs and teacher workshops on numerous occasions (San Angelo, Austin, Waco, Spring Branch, Victoria, Fort Worth, San Antonio, Bryan, Dallas); (b) in cooperation with the College of Education of Texas A&M University, PROGRAMA has developed graduate courses in education for off-campus classes (Corpus Christi, Galveston, San Angelo, Waco); (c) PROGRAMA has arranged for its staff artists (see Section C) to participate in college-level courses and institutes (Ed 671, Creative Art Education: Sculpting, at Waco; Ed 355, Art Education in Elementary School, Texas A&M University; Early Childhood Institute, also at TAMU); and (d) also, special demonstration classes for secondary students have been conducted by the staff artist under sponsorship of PROGRAMA (last year's schedule of visitation included 24 schools in every part of the state; the 1969-70 schedule is comparable).

C. Personnel involved:

Director: Earl Jones, PhD from Montana State University

Advisors: Frank W. R. Hubert, Dean of the College of Education, Texas A&M University, and Alton O. Bowen, Superintendent, Bryan Independent School District

Associate Directors: Frances F. Dean, MA from Texas A&M University; Norma Faubion, MEd from University of Texas; C. A. Maxwell, MEd from North Texas State University

Educational Attachés: 5 graduate students of Texas A&M University are selected each year to train for this position; each travel team is under the leadership of an attaché.

Media Assistants: These 8 people have varied functions: photography and operation

of 35mm and 16mm equipment; tape recorders and record players; art work; script narration; cataloguing of audio-visual materials; orders; shipping.

Office personnel: 3 secretaries (one bi-lingual)

Travel-Study Teams: About 24 teachers per summer are assigned to a team for inter-American travel.

Total personnel: 46 (approximate)

D. Budget

1966 - 1967

Account Numbers	Item	Amount
100	Payroll Personnel	$ 63,960.00
200	Educational Planning Committee	3,200.00
300	Technical Advisory Committee	1,692.00
400	Review Panel	1,674.00
500	Orientation, Participants	5,640.00
600	Orientation, Consultants	8,550.00
700	Intercultural Program	46,434.00
800	Assessment & Evaluation	5,670.00
900	Staff Travel & Per Diem	5,904.00
1000	Project Consultants	5,010.00
1100	Other Expenses	20,254.00
	TOTAL	$167,988.00

1967 - 1969

Account Numbers	Expenditure Accounts	Salaries Pro-fessional	Salaries Non-Pro-fessional	Contracted Services	Materials & Supplies	Travel	Equip.	
100	Administration	$13,320	$ 7,200	$xxxxx	$ 3,576	$ 8,565	$xxxxx	$ 32,661
200	Instruction (Equip. Only)	77,098	14,400	14,625	51,787	81,770	xxxxx	239,680
1230	Capital Outlay	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	1,851	1,851
	TOTAL	90,418	21,600	14,625	55,363	90,335	1,851	274,192

1969 - 1970

Account Numbers	Expenditure Accounts	Salaries Pro-fessional	Salaries Non-Pro-fessional	Contracted Services	Materials & Supplies	Travel	Equip.	
100	Administration	$ 18,972	$ 5,400	$xxxxx	$ 3,366	$ 6,100	$xxxxx	$ 33,838
200	Instruction (Equip. Only)	90,422	18,200	19,625	43,576	67,989	xxxxx	239,812
1230	Capital Outlay	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	850	850
	TOTAL	109,394	23,600	19,625	46,942	74,089	850	274,500

E. Contribution to the improvement of teacher education: The 98 teachers who have comprised the travel-study teams have experienced immersion in a foreign culture to a degree which could never be achieved through individual travel. The result is a heightened awareness of hemispheric heterogeneity and a deep appreciation of the countries visited, which will in turn be communicated by the teachers to their students. The practical experiences in curriculum planning and design and development of instructional aids will enable teachers to create their own supplementary materials when necessary. The same skills have been communicated to 300 teachers enrolled in Education 605, 638, and 644. We have found these teachers to be receptive, eager students, because they realize the magnitude of the need for inter-American education; the same can be said of the response which we observed in teachers who attended our in-service programs and workshops (see B, 5 a).

F. Evaluation: Much of PROGRAMA's output has been intangible; it would be impossible to measure the cultural enrichment, international rapport, and broadened insights which have been engendered by our travel program, not only in our travel team members but also in the peoples of the countries visited. In terms of numbers, however, certain figures can be cited to indicate PROGRAMA's extent. A total of 98 educators (teachers, administrators, consultants) have traveled to the other American countries; the travel teams represented 44 school districts, colleges, and other educational agencies. Twenty-seven foreign countries have been visited and studied, as follows: Argentina, Barbados, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Curaçao, Dominican Republic, Ecuador, French Guiana, Guadeloupe, Guatemala, Haiti, Jamaica, Martinique, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Surinam, Trinidad-Tobago, Uruguay, Venezuela. Three hundred teachers/educators have been enrolled in University course of inter-American content: Ed 638, 644, 605. Publications include 4 monographs of the Intercultural Education Series (Monographs 5 and 6 are now in preparation). We list 100 instructional aids of various kinds, and 40 additional titles are scheduled for production in 1970.

PROGRAMA has promoted inter-American cultural exchanges in the following instances: arranged for the appearance of the Guadalajara Ballet Folklórico in 7 US cities; has sponsored Mexican artists by arranging 3 art exhibits; has participated in Mexico-USA international functions (Chamizal and Amistad Dam); has brought 2 Brazilians and citizens of Costa Rica, Mexico, and Paraguay to the staff of PROGRAMA; has provided staff positions for Volunteers to America from Argentina and Colombia; provided consultants from McGill University, Toronto, and the French Consulate-General in Houston.

WHAT IS PROGRAMA?

A Slide Presentation

Prepared by

FRANCES DEAN and C. A. MAXWELL

This unit consists of the following:

- A set of 100 slides
- A taped narration (Listening time: 15 min.)
- A typescript of the narration.

PROGRAMA DE EDUCACION INTERAMERICANA

Bryan Independent School District - Texas A&M University

Building C, Texas A&M University, College Station, Texas 77843

WHAT IS PROGRAMA?

SLIDE NO.	NARRATION
1	Programa de Educación Interamericana,
2	. . . a Title III Project . . .
3	. . . to Advance Creativity in Education . . .
4	. . . is located at Texas A&M University and is funded through Bryan Independent School District.
5	It is under the directorship of Earl Jones,
6	. . . assisted by Associate Directors Frances Dean, Norma Faubion, and C. A. Maxwell.
7	Advisors are Dean of the College of Education Frank W. R. Hubert and Superintendent Alton O. Bowen of the Bryan Independent School District.
8	Major divisions of PROGRAMA are Publications, Unit Production, and Media Production . . .
9	. . . and all activities center around the travel experiences of our teacher participants . . .
10	. . . who represent 44 school districts, colleges, and other educational agencies in various parts of the state.
11	PROGRAMA's study-travel teams have visited 27 countries of the Western Hemisphere, from the Yukon Territory to Tierra del Fuego, and have brought back materials and ideas for the production of new educational aids for inter-American instruction.
12	The countries of the New World differ from each other in so many ways. There is the world of South and Central America, that world which we usually call Latin America, made up of many different countries . . .
13	. . . people from a great number of cultural backgrounds--a world of dramatic contrasts and rapid change.
14	It is a world where can be found the highest mountains of the western world . . .
15	. . . plains much like the plains of our own United States . . .

SLIDE NO.	NARRATION
16	. . . regions of eternal snow . . .
17	. . . of torrential rivers and great waterfalls . . .
18	. . . of vast rainforests or jungles . . .
19	. . . and deserts where rain never falls.
20	Its rugged mountain peaks and high plateaus, once the home of the noble Inca . . .
21	. . . are still inhabited by the descendants of this once mighty nation.
22	Its jungles are still inhabited by people who hunt with poison-tipped arrows . . .
23	. . . its plains by people who followed the same star which led the settlers of North America westward . . .
24	. . . its modern cities by people who also might be found in New York, Kansas City, or Houston, Texas.
25	It is a world of ancient cities settled by the conquistadors of Spain and Portugal . . .
26	. . . of modern cities, built by the people . . .
27	. . . who came from Europe and the Orient to join the Spanish, the Portuguese . . .
28	. . . the Indians, and the early arrivals from the continent of Africa.
29	It is a world of thriving industrial centers . . .
30	. . . of great plantations . . .
31	. . . of universities . . .
32	. . . of artists and writers . . .
33	. . . and of men who build cities which stretch the imaginations of all men . . .
34	. . . cities which rise from once uninhabited plains like giant creations of the future . . .

SLIDE NO.	NARRATION
35	. . . monuments which attest to the future of Latin America . . .
36	. . . as the ruins of the high plateaus are monuments to its past.
37	And our closest neighbor, Canada--we probably know as little about what it is really like as we know of other regions which are remote and distant.
38	Have you seen the splendor of the midnight sun . . .
39	. . . the majesty of the Canadian Rockies . . .
40	. . . the deep green of northern forests . . .
41	. . . the tranquility of Newfoundland's fishing fleets . . .
42	. . . the seabirds of the Maritime Provinces?
43	And southward, in the blue waters of the Caribbean lies a scattering of islands.
44	In Curaçao, the women on the streets stop to chat . . .
45	. . . and in Surinam one still sees women in typical native garb.
46	Home may be a thatched hut in the countryside of Haiti . . .
47	. . . while for these Amerindians of French Guiana, village life still centers around the family.
48	In Surinam, the commonest means of travel for the Bush Negroes is by river canoe. It is because of the great diversity of these places and our need to know more about them that Programa de Educación Interamericana was established.
49	"HOW DID PROGRAMA COME TO BE ESTABLISHED?"
50	The concept of PROGRAMA came from a single source. In 1966, the proposal of Dr. Frank Hubert, Dean of Liberal Arts, Texas A&M University, was approved by the US Office of Health, Education, and Welfare.
51	"WHO ARE THE TEACHERS WHO PARTICIPATE AND HOW ARE THEY SELECTED?"

SLIDE NO.	NARRATION
52	A number of Texas school systems are invited to submit the name and qualifications of a teacher; these are then considered, and the one's who seem best qualified are chosen.
53	Preparation begins long before travel takes place, and the teachers chosen spend many hours in language preparation, studying the history and current situations in the countries they will visit.
54	They even spend considerable time in learning how to use cameras and recording equipment.
55	Finally, a few weeks before travel time, the teachers come to the Texas A&M campus for two weeks of intensive orientation and preparation.
56	They hear from consultants in many fields--history, philosophy, economics, music, art.
57	They prove their ability to record and photograph . . .
58	. . . and then finally they are sent to the country for which they have prepared--sent to experience and then share later with their students the cultures which make up the world of Latin America.
59	Perhaps they themselves, the teachers who traveled, can best say what this experience has meant.
60	"Through my travel I was able to realize something which I had always 'believed' to be true. People are essentially the same everywhere in their goals for themselves and their children."
61	"I hope that this tolerance and appreciation which I feel I now have for these people I will be able to share with my students."
62	"Latin America has become more than a map, a printed word. It has become 24 nations, inhabited by people who like North Americans came from many backgrounds."
63	"People who like all people everywhere are struggling with their respective problems but slowly building a better world."
64	"I traveled in Venezuela. To know the people of that country was to realize that they are a vibrant people."
65	"They ride the highways, they work hard, they want for their children the same things that I want for mine."

SLIDE NO.	NARRATION
66	"Knowing one's neighbor, what to expect from him and how to live with him is as essential today as it was in the pioneer days of North America. The world is in essence, a smaller world than it was then."
67	"To travel in South America, to know these neighbors and to be their guests for a few weeks causes me to feel that my students must also come to know them as I have."
68	"I hope that this trip through Central America has so enriched me and broadened my horizon that I will be a better teacher, a better friend, and a better North American."
69	"My experiences and close contact with the people of the Caribbean have brought about for me an opportunity to realize that the people are a nations richest asset."
70	"Knowing the people of the Caribbean has provided for me a lifetime of opportunities to share with my students."
71	"I sat on a mountain top, high in The Andes, and looked down on the silent ruins of the ancient Inca city of Machu Picchu. I knew at that moment that somehow, by some means, I had to capture and take to my students my feelings of that moment. I had to somehow help them realize that many years ago, in South America, a great people started a culture which, while it spent its lifetime and disappeared, left for all people the responsibility to build and build again and in so doing to strengthen those things of which all men are made."
72	"AFTER THE TRAVEL PERIOD, HOW DO THESE TEACHERS TURN THEIR IDEAS AND IMPRESSIONS INTO MATERIALS WHICH CAN THEN BE PLACED IN CLASSROOMS?"
73	When the travel teams return to the A&M campus, an intensive period of assessment and evaluation begins. Ideas, artifacts, sounds, and pictures are catalogued, and unit production is begun.
74	"WHAT KINDS OF MATERIALS RESULT?"
75	Such materials as Guadalajara folk dancers doing the traditional dances of Mexico . . .
76	NO NARRATION
77	NO NARRATION
78	. . . or filmstrips which tell of the rapidly developing industry of Brazil.

SLIDE NO.	NARRATION
79	NO NARRATION
80	NO NARRATION
81	The visit of a Texas teacher to Argentina and the story of what she saw there . . .
82	NO NARRATION
83	. . . geographic aspects of Guatemala and how these affect the lives of the people.
84	NO NARRATION
85	An early morning boat ride on the Amazon River may inspire a teacher to share that experience with her pupils . . .
86	NO NARRATION
87	. . . or a train ride through the highlands of Peru.
88	NO NARRATION
89	"WHAT THEN IS PROGRAMA?" It is <u>now</u> an experiment in education, a new approach to teaching a long neglected subject. But more important than what it is now is what it <u>hopes</u> to become.
90	For after all, the children of this nation--of any nation--are its most important commodity, and only through learning will these children who are tomorrow's citizens find answers to questions--solutions to problems which have loomed large, which we who are today's citizens have often been unable to answer.
91	If Programa de Educación Interamericana makes it possible for the student of a Texas classroom to recognize that even though he speaks a different language--lives a thousand miles away--may be from a different heritage . . .
92	. . . the student who sits in a classroom in the highlands of Peru, the plains of Argentina, the jungle of Costa Rica . . .
93	. . . or on the island of Martinique is really more <u>like</u> him than he is different . . .

SLIDE NO.	NARRATION
94	. . . that today, he too is playing football, is reading a book about an explorer who traveled across his land, is watching a plane fly over and dreaming of a spaceship to the moon. Most of all . . .
95	. . . both must know that their futures are destined to be deeply intertwined--that each must know and appreciate the part that the other will play--that if the world of the Western Hemisphere . . .
96	. . . that world which began with the ancient cultures of the Inca, the Eskimo, and the Aztec, the Indians of the North American plains,
97	. . . that world which saw the arrival of the Spanish conquistador, the French explorer, the pilgrim . . .
98	. . . the Negro and the Oriental, is to survive its most crucial period, then understanding and mutual respect must be fostered and nurtured. For surely . . .
99	. . . the future of the North American, the South American, the Texan, the Canadian, the Jamaican, is <u>one</u> future.
100	It is for this reason that PROGRAMA came to be, and it is for this <u>future</u> that PROGRAMA works.

All photographs are from the slide files of Programa de Educación Interamericana and were taken by PROGRAMA's participants and staff.

PROGRAMA DE EDUCACION INTERAMERICANA
Texas A&M University, Building C
College Station, Texas 77843

A List of Study Aids Produced by PROGRAMA
Fall 1969

Argentina

DALY, CAROLYN & DEAN, FRANCES. Cuando el amor se va. Slides, taped music, manual; secondary. $2.25 (Available after February 1970)

_____. A Texan's visit in Patagonia. Filmstrip, sd, manual; grades 5-6. $5.00

HAVIGHURST, ROBERT J. Argentina, the people. A concise description of the population. 14 pp. $1.00

_____. Education in Argentina. Concise, authoritative explanation of the system. 4 pp. $1.00

IBARBIA, ZORAYDA B. Fun time in Argentina. 16mm film, C, sd, manual; elementary. $55.00

Barbados - Jamaica

JONES, GWENDOLYN. Music of Trinidad. Tape, manual; upper elementary and junior high. $2.25

McQUEEN, CONSTANCE. Rebellion at Morant Bay. Slides, taped narration, manual; elementary and junior high. $8.50

_____. Voyage to a golden isle. Two slide sets, tape, manual; elementary. $12.00

SNELL, BOOKER & STELL, WILLIAM. Bauxite industry of Jamaica. Slides, tape, manual; elementary and junior high. $10.35

Brazil

CEDILLO, RUTH. Brasilia: planned city with a present and a future. Slides, taped narration; elementary. $7.00

GRIGAR, LOUIS. Manaus, city of the Amazon. 16mm film, C, sd; junior high and secondary. $107.00

JONES, ELEANOR. The persevering ant. Teaching unit based on a traditional Brazilian folktale. Slides, taped narration, manual; elementary. $8.00

JUAREZ, RUMALDO Z. Industrial Brazil. Filmstrip, sd, manual; secondary. $7.00

KIDWELL, RICHARD. Brazilian children's art. Slides, taped narration, manual; elementary. $7.00

KIDWELL, RICHARD; MAXWELL, C. A. & JONES, EARL. Brazil, land of magic music. 16mm film, C, sd; secondary. $109.00

MAXWELL, C. A. & PENN, CAROLINE. River life. Slides, taped narration, manual; elementary and secondary. $7.00

_____. Sun to sun. Filmstrip, C, sd, 15 min., manual; secondary. $7.00

PENN, CAROLINE. Cities of the Amazon. Slides, taped narration, manual; elementary and secondary. $7.00

SCHOFIELD, ZIZA DE OLIVEIRA & FAUBION, NORMA. The legend of the water lily. Slides, taped narration, manual; elementary. $7.00

Songs from Brazil. Song sheet. FREE

<u>Canada</u>

CRAWFORD, BERRY. The quiet Americans. Slides, tape, manual; secondary. $13.35 (Available after November 1969)

FRANCIS, LINDA. What is man? Slides, tape, manual; secondary. $15.25 (Available after November 1969)

HOLT, IMOGENE. Acadia revisited. Slides, tape, manual; secondary. $12.45 (Available after February 1970)

LeBLANC, LOLA. A new flag for Canada. Slides, manual; primary. $10.50 (Available after November 1969)

PALMER, SISTER MARGARET ROSE. Ghosts of the Klondike. Slides, tape, manual; junior high. $14.15 (Available after February 1970)

PETITFILS, EVELYN. Hand to eye: a study in Canadian sculpture. Slides, tape, manual; secondary. $14.15 (Available after February 1970)

PETTY, JOSEPHINE. A forest symphony (sounds in the Canadian forest). Slides, tape, manual; music appreciation, upper elementary. $14.50 (Available after February 1970)

TYRONE, ELVIN. Louis Riel--patriot or traitor. Slides, tape, manual; secondary. $11.50 (Available after February 1970)

WHEELER, VAUNA. Moods in verse: Canadian poetry. Slides, tape, manual; upper elementary. $12.00 (Available after November 1969)

Caribbean

DARR, SCOTT. Posters and graffiti in the Caribbean. Slides, tape, manual; secondary. $12.80 (Available after November 1969)

DEAN, FRANCES. Voices of the Caribbean. HERNANDEZ, ELIAS & KARPINSKI, BARBARA (narrators). Taped narration and manual of Caribbean poetry; secondary. $2.25

DUHR, MELANIE. Henri Christophe--king of Haiti. Slides, tape, manual; secondary. $10.35 (Available after February 1970)

WHITE, HELEN. Haitian vodun: voodoo. Slides, tape, manual; secondary. $10.65 (Available after November 1969)

Colombia

SMITH, SUE. Art--a way of life. Slides, tape, manual; upper elementary and secondary. $12.45 (Available after November 1969)

SPELL, GLORIA. A day in the life of a city: Bogotá. Slides, taped narration, manual; upper elementary. $12.25 (Available after Feburary 1970)

WORLEY, CATHARYN. María, Colombian romance. Slides, taped narration in Spanish and English, manual; secondary. (Based on the novel, María, by Jorge Isaacs.) $10.35 (Available after February 1970)

Chile

DEAN, FRANCES; CEDILLO, RUTH & RAMIREZ, ARMINDA. Gabriela Mistral. Taped readings of poetry in English and Spanish; secondary. $2.25

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JONES, EARL (ed.) Selected Latin American literature for youth. Texas A&M University Press, 1968. 152 pp. $1.00 (Monograph No. 3, Intercultural Education Series)

_____. Some perspectives on inter-America. Texas A&M University Press, 1968. 137 pp. $1.00 (Monograph No. 4, Intercultural Education Series)

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PSENCIK, LEROY. The liberator of Venezuela. Slides, taped narration, manual; upper elementary and secondary. $9.50

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